DOCUMENT RESUME

ED 067 064 HE 003 433

TITLE	University Without Walls: A Proposal for an Experimental Degree Program in Undergraduate Education.
INSTITUTION	Union for Experimenting Colleges and Universities, Yellow Springs, Ohio.
PUB DATE	Apr 70
NOTE	59p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Adult Education; Bachelors Degrees; Educational Improvement; *Educational Innovation; *Experimental Programs; *External Degree Programs; *Higher Education; *Special Degree Programs

ABSTRACT

This proposal outlines an alternative plan for undergraduate work that can lead to a college degree. The project, called the University Without Walls, is being implemented in a total of 16 institutions in which groups of 75 to 100 students are participants. The project abandons almost all traditional aspects of college education, in that it serves persons of all ages, is operated away from the traditional classroom, has as instructors persons outside of the academic field, emphasizes student self-direction in learning, and aims to produce not finished graduates but life-long learners. Moreover, the program is so organized that it promises in time to reduce the costs of higher education without impairing quality and standards of student undergraduate educational programs. (HS)

ED 067064

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UNIVERSITY WITHOUT WALLS

A proposal for an Experimental Degree Program in Undergraduate Education

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HE 00 3433

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April, 1970

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UNIVERSITY WITHOUT WALLS

A proposal for an Experimental Degree
Program in Undergraduate Education

The time is ripe for the development of fresh designs for college education - more relevant, more flexible in meeting individual needs, more economical, which serve more kinds of students, which utilize a broader range of educative resources, and which foster continuous life-long creative learning.

SUMMARY

This proposal outlines an alternative plan for undergraduate work which can lead to a college degree. It is called a University Without Walls because it abandons the tradition of a sharply circumscribed campus and provides education for students in their homes, at work, within areas of special social problems, at more than one college, and in travel and service abroad. It abandons the tradition of a fixed age group (18-22) and recognizes that persons as young as 16 and as old as 60 may benefit from its program. It abandons the traditional classroom as the principal instrument of instruction, as well as the prescribed curriculum, the grades and credit points which, however they are added or averaged, do not yield a satisfactory measure of education. It enlarges the faculty to include knowledgeable people from outside the academic world and makes use of various new techniques for storage, retrieval and communication of knowledge. It places

strong emphasis on student self-direction in learning, while still maintaining close teaching-learning relationships between students, teachers and others. It aims to produce not "finished" graduates but life-long learners. Moreover, the program is so organized that it promises in time to reduce the costs of higher education, without impairing (and we believe in fact increasing) quality and standards of student undergraduate educational programs.

The project has been developed under the auspices of the Union for Experimenting Colleges and Universities.* A total of sixteen institutions will take part in the program to include member institutions of the Union, as well as non-Union colleges and universities. Institutions supporting the proposal include Antioch College, University of Minnesota, Shaw University, New College at Sarasota, Goddard College, Loretto Heights College, Skidmore College, Friends World College, University of Massachusetts (School of Education), Roger Williams College, Staten Island Community College, University of South Carolina and the University of Sussex, England. Three additional institutions will be selected for participation in the program from among the following: Fairleigh-Dickinson University, Beloit College, Stephens College, Hofstra University (New College), Bard College, Northeastern Illinois State College, Westminster College, Chicago State College, University of Puerto Rico, York University (Atkinson College), Canada, and Clark University.

*A consortium of 18 institutions that have joined together to foster research and experimentation in higher education. Member institutions are Antioch, Bard, Chicago State, Friends World, Goddard, Hofstra University, Loretto Heights, Monteith, New College at Sarasota, Northeastern Illinois State College, Roger Williams, Staten Island Community College, Stephens, University of Massachusetts (School of Education), University of Minnesota, University of the Pacific, University of Wisconsin at Green Bay, and Westminster College.

Each participating institution will have considerable autonomy in shaping and developing its own UWW program, provided its design is consistent with the ideas and directions of the UWW proposal. As now planned, each institution will include a group of about 75 to 100 students in its experiment, although some may want to work with a somewhat smaller or larger number. Each institution will determine the "mix" of undergraduate and adult age students to be included in its program; each will set its own admission standards, and each will be free to set its own tuition and salary scales to fit within the framework of its on-going program.

To organize, plan and administer the new program, it is proposed that a new non-profit university corporation (suggested name: University Without Walls, Inc.) be formed. The UWW Corporation would provide staff support to aid in the development and coordination of the local UWW programs, conduct workshops to bring participant institutions together from time to time for joint planning, program development and evaluation, and would undertake research on the UWW program. The degree will be awarded by the student's sponsoring institution or by the Union for Experimenting Colleges and Universities, in conjunction with the sponsoring college. The Union has had preliminary discussions with the North Central Association regarding the program and plans to seek accreditation for its UWW degree through the North Central group.

Participating institutions will hold membership in the University Without Walls corporation. An advisory board to help in the design and development of the program will be appointed to include faculty members and students from the participating colleges and creative thinkers beyond the campus.

The timetable begins with a Developmental Year in which faculty are prepared and needed instructional resources developed and assembled, followed by a period of experimental operation serving gradually increasing number of students. Funding is sought to provide $125,000 developmental money for each of 16 institutions during the developmental period, for a central coordinating agency (UWW) for each of five years, and for a program of research extending over a five-year period. Total fund support requested is $4,800,610. Of this amount, $2,012,560 is allocated for program development for the participating institutions (Developmental Year: $125,160 per institution x 16 institutions); $1,720,650 is allocated for support of the Central Coordinating Agency for development and program planning over a five-year period, and $1,067,400 is allocated for research on the program over a five-year period. Detailed budget estimates are shown on pages 40-44 of this document. Of the total monies requested, a grant of $3.8 million is sought from the Ford Foundation and grants of $500,000 each are sought from the U.S. Office of Education and the Kellogg Foundation. If funding can be secured in time, it is proposed that the Developmental Year begin in the Fall of 1970. The experimental operation would commence in the Fall of 1971.

I. RATIONALE AND NEED

The prevailing paradox in higher education today is a flood-tide of students eagerly seeking admission to college and, in too many instances, their subsequent disillusionment, apathy, dissent and protest.

Piece-meal reforms within the traditional structure of the American college have usually proven palliative but not redemptive. Here and there, now and then, for a short time, various colleges have introduced independent study, field experiences, travel abroad, computer-assisted instruction, tele-lectures, interdisciplinary courses and seminars, experiments with the admission of the previously inadmissible, more intensive orientation and guidance programs, along with a myriad of extra-curricular activities. None of these, and no combination of them, has as yet transformed the standard model of the undergraduate college, or eliminated student dissatisfaction.

Meanwhile, pressures are mounting. More students apply for entrance and numerous colleges now despair of any significant improvement in their instruction because they are trying to cope with thousands of students in facilities appropriate to hundreds. The new entrants are more diverse as well as more numerous. They differ from one another, and from preceding college generations, in their values, skills and knowledge. No single prescribed curriculum, no set of optional "majors," is going to meet all these students where they now are, and nourish their continuous growth in curiosity, spontaneity, appreciation, understanding, competence, concern, and character.

Financial pressures have grown serious. The future of small private colleges has become precarious. State schools struggle with budget cuts imposed to keep taxes from soaring. If any more economical method of education can be devised which will lower costs while preserving standards of scholarship, it will eagerly be grasped.

Pressures are mounting also from the new needs of a changing society. Recent research continually outruns textbooks in most of the sciences. Technological advance has altered many of the old occupations and created new careers for which few colleges give good preparation. New viewpoints and ideas are arising, not only in science and technology, but also in the social sciences and in all the creative arts. Faculty and students alike have become only too aware that what has been, or what is now being taught, is in too many instances rapidly becoming outdated.

The most immediate indicators of these mounting pressures is the severe crisis in college and university governance which has been building during the past several years. The lines of tactical riot squads and National Guard troops on several campuses, stand as clear warning, even at this writing, that some fault threatens to collapse the very foundations of present programs of higher education. Problems of financing aside, we need to address ourselves to the critical questions of individualization and meaning and impact of higher education.

Rapid advance within a sophisticated civilization produces not only problems beyond the traditional curriculum but also resources which have never been well used in higher education. In

most cities there are specialists of high competence in fields which do not appear in the college catalog. New specialties emerge every month. There are banks of systematized knowledge which extend far beyond the college library. There are agencies of communication which link the world more efficiently than some campus switchboards link the department offices. There are not only unresolved conflicts and problems but also continuous experiments in coping with these, which go far beyond the resources of any campus laboratory. There are interesting people working out their own lives in ways which transcend the stereotyped patterns of American child, adolescent and adult roles. In short, there is more going on that has educational significance away from the campus than can possibly be brought onto it.

Attempts at major innovations which have sought to develop radically new forms for undergraduate education, have inevitably encountered resistance from administrators, faculty, students and parents alike. For all of us, having experienced our own education in a particular mode, have become accustomed to think of <u>the</u> undergraduate education as having to occur in a certain "place" or buildings known as a college, where students and faculty meet together for a set number of weeks and over a set number of years; after which period one is awarded (or not awarded) the undergraduate degree.

It seems clear that if we really mean to address ourselves to the many problems that now beset our increasingly troubled colleges and universities, that it will no longer be sufficient to fit new pieces into the old framework. Bold new forms are needed,

breaking the constraints which have fettered faculties and students and prevented creative adaptation to both individual and social needs in this changing civilization. What this proposal argues for is the development of an alternative model for undergraduate education so as to bring into play a new array of resources for teaching and learning (in, and beyond the classroom), and allow for a much greater individualization of the student's learning experience than is now the case.

II. INSTRUCTIONAL DESIGN: KEY ELEMENTS

1. Age Range: 16 - 60

Those interested in higher learning and able to profit from it extend over a much greater age range than the customary 18 to 22 years. We propose a program prepared to serve persons from 16 to 60. Recent experiments in broadening the factors considered for college admission have shown that the high school diploma and college aptitude tests are neither necessary nor sufficient measures of readiness to undertake rigorous study. We recognize that in our country today there are millions of men and women who did not go to college but who are now ready to utilize opportunities for study. The thousands of young people and adults now turning to special programs in continuing education, and the up-grading educational programs offered to employees in business, industry and government, evidence a need to broaden college entrance.

2. Programs Tailored to Individuals

Most colleges require that all students take a fairly large number of prescribed courses or courses distributed over

prescribed areas, and some even prescribe an entire four-year curriculum for all of their students - regardless of their differing backgrounds, interests, talents and purposes. Few programs of higher education have sought or been able to develop genuinely individualized programs, tailored to the particular needs of each student. The curriculum of the University Without Walls is developed by each student, in cooperation with his faculty and other advisors, to meet his own needs, interests and long-range plans. Continuous interaction with other students and with advisors will discourage narrow or superficial programs.

3. Dialogue Maintained

In the effort to provide education for more students, correspondence courses, educational broadcasts, videotape presentations, etc., have burgeoned. Most of them diffuse some information but all fall short of optimum educational impact because they lack enough two-way encounter and dialogue. A college education today still needs to preserve the relationship which was celebrated in James Garfield's oft-quoted remark that the ideal college for a student was a log with Mark Hopkins beside him. While encouraging student independence in learning, the University Without Walls program will at the same time - through individual conferences with students, group meetings and specially developed seminar programs - seek to develop a pattern of continuous contact and dialogue between students and their teacher-advisors, beginning at the time of the student's entrance into the program and persisting through the student's years in the experimental degree program.

In addition to this kind of face-to-face contact which we envision as taking place on campus or in the field, a variety of other procedures may be employed to build and maintain dialogue between student and advisor. Tele-conferences can connect students and advisors from time to time, sometimes in small groups, sometimes in individual sessions. Cassette-type tapes and inexpensive paper records (now available at a cost of about three cents each) could be used for mailing questions and comments between advisor and advisee. Videotape presentations might bring groups of students together at certain designated locations with the tele-conference techniques providing an opportunity for questions and answers. A series of modular-type seminars is envisioned, both in the field and on the campuses of the participating institutions, providing students with an opportunity to "plug-into" these experiences as they see fit. Some seminars may run for one week, some two weeks, some one month and some for even shorter or longer periods. "Teachers" for these seminars would come from a number of sources: the teacher-advisors, interested employers, government officials and alumni of the colleges, and the students themselves, who may organize modular-type seminar programs of their own choosing.

4. Range of Resources for Learning

It is anticipated that UWW students will make use of a broad range of learning resources as they move through the program. Among these will be: (a) classrooms, libraries, laboratories and

studios of a number of cooperating colleges of the Union and major universities; (b) interaction with other students: young and old alike from various socio-economic and ethnic origins; (c) specially developed seminar-in-the-field programs, tutorial and other relationships where students will be able to draw on the experience of knowledgeable adults from beyond the campus; (d) internships, student assistantships, apprenticeships and research assistantships in various business, industry, government, social welfare, scientific and research organizations; (e) field centers where students can live and learn in sub-cultures different from those of their home or campus; (f) collaboration with groups such as VISTA, the National Urban Corps and similar organizations; (g) centers abroad where students can live and learn in other nations; (h) programmed materials in print, audio and video-tapes, cassettes, computer instructional systems and other technological aids for independent study.

5. Emphasis on Inter-disciplinary Offerings

During the Developmental Year, major attention will be given to the creation of new program offerings and experiences intended to effect inter-disciplinary or extra-disciplinary learning. Through the year, teams of students, faculty, and central staff will work on creating special seminar offerings, practicums, tutorials, independent study, field work programs, and other activities designed to interrelate learnings from various disciplines and to address themselves to many issues of contemporary society. From

time to time, and particularly before a student is granted the degree, a review committee composed of advisors from three distinct areas of learning will review each individual's program to assure that it has included some breadth of experiences, rather than over-specialization in one discipline.

6. Flexible Time Units

Students' programs will generally be organized in variable time units. Some experiences, as in the Seminar-in-the-Field Program, (see Section V) may be as short as two or three weeks; others may continue over a period of several years. There will be no fixed calendar; students may enter and may graduate when ready.

7. Evaluation of Learning

Responsible scholars are distinguished from dilettantes by an internalized discipline and the rigor of their intellectual demands.

The comparatively great freedom offered students by the UWW program implies a correspondingly great responsibility to evaluate it with care - and to apply high standards of excellence, while enabling its students to plan highly individualized programs as students and advisors may deem appropriate and desirable.

Responsibility for evaluating a student's learning will be spread more widely than is now usual. Involved in the process will be the student himself, his faculty advisors, his fellow students, and, before graduation, outside examiners. A major aid to evaluation will be each student's self-maintained cumulative record

of his achievements. Where deemed appropriate by the student and his advisors, standard tests may be taken and the results utilized, though test scores and course grades (when available) will be regarded as informative, not as decisive. Beginning in the Developmental Year, committees of faculty, students, and experts will constantly be engaged in the development and improvement of evaluative techniques. In addition, a major program of research, intended to compare UWW students with those of other institutions, will be undertaken. The plan for such research is more fully discussed in the section of this proposal on RESEARCH ON THE PROGRAM.

III. HOW IT WILL WORK

1. Selection of Students

At many of the participating institutions, some "mix" of both experienced adults and undergraduates of a more traditional age will be encouraged - with each institution deciding for itself the proportions of the two groups. Adults accepted into the program will be men and women who have matured to the point where they are now eager to expand their intellectual horizons. In many instances they will already have done a remarkable job of self-directed education. Many of them will be able to reach the standards for graduation in less time than would be required by a student fresh from high school.

Selection of students for the University Without Walls program will be made by each participating institution, according to the design of its UWW unit. Some colleges, for example, may

want to use the UWW model for the development of special programs for the disadvantaged or for minority groups. Others may devote their UWW unit specifically to programs oriented to social change. Some plan to build their units so as to give a special interdisciplinary emphasis to the arts and sciences. Some may devote their attention largely to the needs of adult population groups. Some propose to develop their units as experimental living-learning centers within the college; and others plan to build their units as Field Center programs which may be based at quite distant locations from the home institution itself.

Among the materials available for selection will be the applicant's autobiography and future plans, reports of previous achievements, and comments from students and alumni who know the applicant. Within policies established by the university corporation, each college can develop procedures especially appropriate to the selection of the type of student best fitted to use its resources. Local or regional teams may assist with interviews and appraisals. Since a certain amount of "self-direction" into the program is expected to follow from the publicity to be disseminated about the unusual nature of the program, student selection at each participating college should be somewhat simplified.

Special emphasis needs to be placed on the motivation of prospective students and their capacity for self-disciplined work. Many college programs offering great freedom for independent study have proved disappointing. Freedom is not enough. Students do not always realize their own limitations. We envision a release from the

usual tests, term papers and grades as offering a splendid opportunity; however, students often enter such a project with confidence only to make the sad discovery that without the customary prods, their good intentions wane, their efforts subside, and their learning suffers. Students should be made aware of this pitfall, and each college center would plan special seminar and related programs providing for gradual induction into independent study. Several ideas for the development of such seminar programs are described in section (5) Learning How To Learn of this document. Continuous research on the improvement of the process of selection, admission, and orientation will be one of the important functions and eventual contributions of the University Without Walls.

2. Developing Local and Regional Programs

During the Developmental Year, each participating college will appoint a task force to help develop and implement that college's own program. These task forces will be made up of about five to eight persons, including students, an administrator and faculty members - some of whom will eventually serve as teacher-advisors in the new program.

In addition to developing its own program plans, each task force will seek to win widespread commitment to the program on its campus, and develop as extensive an involvement of other students and faculty as possible. Members of the central UWW staff will work closely with the participant colleges in the conduct of workshops and seminars for the training of faculty, and in the development of local and regional UWW programs.

3. Directory of Learning Resources

Each student will receive a local Directory of Learning Resources containing materials helpful for planning his program. This Directory of Learning Resources will include information on seminar offerings; internship and apprenticeship opportunities; Field Center programs; course schedules of cooperating colleges; library and laboratory resource centers; possibilities for computer assisted courses; schedules and locales of videotape presentations; and references to tape, films, TV programs, programmed material and other kinds of learning programs and aids available to the student within his regional area.

This Directory will be a key resource for most students, although some may prefer to undetake programs entirely outside of those outlined in the Directory, but which seem especially pertinent to their unique interests. Advisors will encourage and assist them. Students will also be encouraged to add and share additional learning aids.

During the developmental phase, teams of upperclass students will be recruited on each campus to help in the development of regional Directories and to produce new learning aids such as program material units and media presentations. Some students will work for 3 months, others for 6 months, some longer. Where appropriate, students will receive academic or field credit for their work. The budget provides for stipends to cover the services of these student teams.

In addition to working with campus groups on compiling the local Directories, the central UWW staff will put together a National Directory listing opportunities in the various regions as well as overseas opportunities open to all students. The central staff will coordinate the development of new learning aids and program materials on the participating campuses, to assure that unnecessary duplication of efforts is avoided.

As the program develops, attention will be given to the possibility of computerizing the Directory to serve a national, time-sharing network. The entire Directory could be read into the system indexed on a key word basis such that individuals participating in the program could develop personal resource banks without having to concern themselves with the entire bulk of information. A special computer file of coming events and schedule revisions could be used not only for communication of up-to-date information, but also for polling interest in any one event to determine time and place best chosen to maximize participation.

4. Planning Individualized Programs

Each participating college will have a core unit of three to five strongly committed faculty members, drawn from diverse disciplines, who will serve as the teaching-advising teams for the experimental program. Each member of the team will be the advisor for a group of about 25 to 30 students. Some members of this new faculty (see Section VIII) will be chosen or found within the participating institutions; some will come from sources such as other educational institutions, business, industry, government, and community agencies.

Each student will submit to his teacher-advisor a statement of his long-range goals and some of his immediate learning interests. Together they will plan a program which may include self-directed study, group participation, seminars on or off the local campus, enrollment in some courses at participating colleges, periods of paid employment in educative jobs, field studies in this country or abroad, and a schedule of reports to and interactions with faculty. "Faculty" includes not only the members of the core group, but all members of the faculties of the participating colleges and also some adjunct professors who have other occupations but are willing to serve as guides to students in their fields of special interest. Provision is made in the budget to cover costs connected with the services of these persons and for the movement of faculty as may be needed. Faculty advisors, in cooperation with student groups, share the responsibility for helping individuals realize the need for both breadth and depth in intellectual work. Illustrative models of student programs are given in Appendix A.

Students and advisors will maintain close contact throughout the student's program. An initial student-advisor program planning session will be but the first in a series of these contacts. At least four times each quarter or half year, and probably even more often, students and advisors will come together to assess his recent learning experiences and to plan for the periods ahead. A faculty time-use model showing how the continuity of student-advisor contact can be maintained - both in the field and on the campus,

even though the student is not in regular attendance at the college - is illustrated in Appendix B. While most advisors will want to participate in or offer some modular-type seminar programs - sometimes in the field and sometimes on campus - it is important to note here that the teacher-advisor's load is almost wholly that of working with his students in the design of their learning experiences; thus leaving advisors free for consultation with their advisees on a regular and continuous basis throughout the year.

5. Learning How To Learn

One of the most valuable contributions of a good college education is acquisition of the basic attitudes, skills and techniques which make for good learning. In the conventional college, and even in the graduate schools, many students perform the required routines without ever becoming more than rote learners. Early in his experience in the University Without Walls, each student will participate for a time (depending on need and interests) in two seminars designed to build learning skills. These seminars will help prepare students to be more productive in independent study. One of these seminars will focus on the development of verbal and informational learning skills, such as: (1) designing and conducting critical inquiries; (2) retrieving and organizing information; (3) using library and learning center resources; (4) effective writing; (5) skill in teaching others; (6) improvement of reading speed and comprehension and related areas. A second will focus on the kind of learning which increases aware-

ness of oneself and insight and empathy in relations with others. Emphasis here will be on attitudes and feelings and on developing behavior skills that build confidence in one's own capacity for self-directed learning.

These seminars are proposed to average about 30-40 hours of time; groups may decide to continue longer if they find the experience valuable and cumulative. As in the plans for other seminars, these offerings will be made available where the students are - in the field, as well as on campuses of the cooperating institutions. The time schedule is variable, permitting concentrated work for a short period or distribution over a longer time. Students may leave when ready and return later for further help as they become aware of a need for higher levels of skills.

IV. COURSE PARTICIPATION

Students, working with their advisors, will from time to time find it important to enroll in regular course offerings either at their home institution or in cooperating UWW institutions located in the area where the student may be engaged in a field experience, internship or related kind of experience. Participation in courses may include fulfillment of some or all of the requirements set for a particular course or may be limited to auditing. There may be times when a student may want to enroll in almost a full program of regular course work, or other times when he may want to devote his time wholly to a particular kind

of internship or Field Center activity, which may be coupled with independent study and/or research or a Seminar-in-the-Field program. Both these possibilities and variations thereof will be feasible and encouraged under the UWW program. No set number or kind of courses is required; they are selected only because of their probable value to the learner at the time. Provision is made in the UWW budget for institutional and student stipends to partially cover costs of courses that may be taken at the student's home UWW institution or elsewhere.

V. SEMINAR-IN-THE-FIELD PROGRAM

As part of the University Without Walls, students will have the opportunity to participate in a variety of seminar programs. These seminars will be held in the "field area" where the students are located, or on the campus of the sponsoring college or other cooperating institution. Seminars will be of varying lengths of time, occasionally as short as two or three weeks, some as long as six months or a year. Many will be designed around the interests of students; others will be initiated by teacher-advisors, employers or internship supervisors, government or community agencies, and others. Some will be initiated by the students themselves, drawing on the rich and varied backgrounds which many of the students will bring to the program.

In some instances, seminars will be created by inter-disciplinary groups, for example: a seminar focusing on action-research into a specific urban problem (public health in the ghetto, developing neighborhood-run alternatives to inner-city public schools, etc.),

which might be conducted by a team of local economists, public officials, urban planners, community organizers, or other specialists; or a seminar on a problem in human ecology which might draw on the skills of an interested group of biologists, psychologists, engineers, or other persons. Other seminars might focus on a philosophical or cultural or social issue (the relationship between technology and alienation, the significance of the surrealist movement, the nature of bureaucracy) or on an individual whose work or concerns cover a wide spectrum of such issues. Students will have the opportunity to explore jointly issues of interest; at the same time the seminar will serve the highly important function of building peer group relations that will extend beyond the seminar room, providing the kind of peer-group contact central to the college experience. Seminars will often serve to help students integrate their practical internship experiences with relevant theory and history, helping to broaden their perspective.

The list of active seminars will change and grow from year to year as new groups bring to the fore their learning requests and their instructional resources. The curriculum of Seminars-in-the-Field will change as the times and the world change. Development and coordination of these seminars will be the responsibility of each of the campus task forces.

VI. INTERCHANGE OF FACULTY

From time to time, University Without Walls faculty members will want to and will be encouraged to spend relatively brief periods (one or two quarters) "in residence" on another UWW campus, or in one of the UWW Field Center programs. These faculty exchanges are viewed as desirable and beneficial for a number of reasons. For the UWW students, faculty interchange will mean that each student has the opportunity to work with more faculty members, representing a greater number of disciplines, orientations, and backgrounds, than simply the number normally in residence at his home campus. Special inter-disciplinary seminars will be arranged to capitalize on the resources of visiting faculty, as they complement the resources already available on or near the visited campus. Likewise, advanced offerings in particular faculty member's fields, which might not otherwise be available on the visited campus, can now be provided. For faculty members, these interchanges permit a refreshing, stimulating opportunity for personal and professional renewal. The faculty interchange program of the UWW effects a broader distribution of non-student resources than would otherwise be feasible. The central administration of UWW will serve as a coordinating agency for the faculty exchange program.

VII. COMPUTERS AND INFORMATION SYSTEMS

Many developments are now occurring in the new technology in education, particularly in employment of computers and new information systems. The University Without Walls will give particular attention to new facilities and to the implications they may hold for our program. While it is not now anticipated that such systems would be employed in the initial years of the UWW, the central staff will explore, from the start of the Developmental Year, promising uses of the new technology.

One application might be to provide tools for collaboration between the students and teacher-advisors in the scheduling of specific events arranged to meet learning needs. Matching of expressed interests, capabilities and existing resources (similar to computer dating) could eventually provide a process whereby activity nodes could be generated interactionally, rather than dictated by traditional estimates. Times and meeting places at each local campus or field center could well be coordinated through a central scheduling, information and publicity service to minimize conflicts, and to maximize the uses of special facilities.

A second application of information systems might be to supplement and extend our competence in the traditional learning process. As noted previously, curricular materials in computer-assisted instruction are now becoming commercially available. Using the computer as a learning tool, these CAI programs now have the capability of transmitting computer-based instructional programs to any location in the country from a single headquarters. In addition, the University Without Walls can use computers as laboratories to develop new materials to be utilized in other

VIII. THE UWW TEACHER: A REDEFINITION OF ROLE

It is recognized that college instructors who move into this new University Without Walls are likely to need help during the transition from their customary classroom procedures to the role of advisor and resource. Although teacher-advisors will be self-selected becuase they want to try the experimental program, they will probably need to develop further certain skills. One will be a greater ability to listen to an individual student and to hear his feelings as well as his words. Advisors will also need to learn how to offer acceptable help without being overly directive. They will need a broader range of experience and knowledge than is commonly expected in a professor who works within a single discipline. The faculty will grow personally, of course, as they work in new directions with a variety of students and in a variety of off-campus settings.

The experience of the Union for Experimenting Colleges and Universities in its Project Changeover, a program to encourage innovation in college teaching, indicated that in a month-long workshop many mature college faculty members were able to make deep and drastic changes in their outlook and procedure.

During the Developmental Period, teacher-advisors will be expected to participate in a six- to eight-week workshop where they will have an opportunity to build team relationships with their new colleagues, to develop skills in performance of their new roles and to test ideas and procedures with a number of student participants. A major educative influence in this training workshop will come from interactions among the participants. This pro-

gram will be repeated each term through the first several years of the new program, with the teacher-advisors continuing to meet on their own and at regularly scheduled intervals to evaluate their experiences and to modify their procedures as needed. Similar programs will be employed for new personnel as they come into the program.

IX. AWARD OF DEGREE

Neither time spent in study nor credits accumulated afford a satisfactory measure of educational achievement. Most educators can name some well-educated persons who have accumulated few conventional course credits, and every professor is only too familiar with the fact that some students acquire the prescribed credits without any of the intellectual virtues properly associated with a liberal education.

Each student in the University Without Walls will keep his own Record of Progress. This will begin with a statement of long-range goals and more immediate learning activities submitted to his advisor at matriculation. To this will be added revisions made after conference with his advisor and the inter-disciplinary core group. Usually some kind of diary of learning experiences will be kept. Research reports and other substantial study projects will go into the Record of Progress, along with faculty criticisism. Students may test their proficiency at appropriate times by arranging to take standardized tests, allowing comparison with undergraduates in other institutions. These data will also go into the Record of Progress.

The criteria for evaluating a student's work in the University Without Walls are those which appear in almost every statement of the objectives of higher education but which are too often replaced in practice by simple addition of credit hours. They include among many others: genuine intellectual interests; critical thinking; cultivated aesthetic taste; an open mind; capacity for balanced judgment; ability to comprehend the present in the light of man's past; some skill in acquiring new information when it is needed; and a philosophy of life which has been thoughtfully examined.

Few graduates perhaps, will score high on all of these criteria; but each student's Record of Progress will indicate something about his growth along many such lines. The return from course-counting and test scores to the real objectives of higher education will focus the attention of both faculty and students on the basic values to be sought.

Universities, at their best, have always stressed intellectual values and virtues. The University Without Walls shares this commitment. While the UWW program seeks to make use of a new array of resources for teaching and learning, and while its "ways" of nurturing intellectual interests, self-criticism and excellence in achievement will vary from one student to another, the demand for these standards will be consistent in all units of the University Without Walls.

When a student appears to himself and to his advisor ready for graduation, he will organize the evidence in his Record of Progress to support his candidacy. His achievement may be reviewed by his official advisor at his "home" college, a second faculty member (representing another discipline) with whom the student has done some work, and an outside examiner. This Examining Committee will review the written Record of Progress and conduct whatever further inquiry is necessary to determine whether the student has fully met the expected standards of intellectual and personal growth. The Examining Committee may, if not satisfied, recommend additional education experiences.

A major project for each student during the last year or two of his undergraduate study will be to produce some noteworthy contribution. This may be a work of art, a research finding, or a community service. It will be intended to show that the candidate for a degree is more than a consumer of what earlier scholars and creative artists and social leaders have given to him. He will be challenged to find his own way of making a contribution which will be of some value to others.

The University Without Walls will be concerned with the growth of the whole person, not only his accumulation of factual knowledge. His self-awareness, his empathy with others, his attitude of involvement in social welfare and world affairs are also important. His acceptance by his peers is relevant to his effective growth.

To take due account of the education of feelings and attitudes will require subtler measures than are commonly used in granting college credits and degrees. Hence, starting in the Developmental Year, a UWW research team will be paying particular attention to the development of techniques and standards for assessing aspects of growth not covered by existing measures.

Graduation need not be deferred to some mass Commencement, but may take place at any time of the year. The length of time needed for award of the degree will depend on the conditions and criteria outlined in the preceding section. It is considered likely that most students will need to take about three, if not four, years in meeting criteria set for the award of the degree. However, it is expected that a number of students may well satisfy these criteria in as little as two or two and a half years, and that some unusual persons, especially adults, who may have already achieved outstanding recognition in their fields of endeavor, may meet criteria for graduation in even less time. Other students, because of work or family responsibilities or for other reasons, may wish to take as long as six, eight or even ten years.

X. APPLICABILITY OF THE PROGRAM TO THE SCIENCE STUDENT

Special attention is given here to the problem of education in the physical sciences because we are aware that there will be some concern regarding the applicability of this new program to students in these sciences, who will require certain laboratory-type experiences and access to special equipment. While we anticipate that this area may pose some special problems in the management and development of instructional materials and resources, we believe that science instruction can be planned ~~and organized~~ under the experimental program.

The UWW program is especially easily adaptable to the newer and developing areas of study in the eco-sciences. Not only through classwork, but also through internships, apprenticeships, field study, and other outside-the-classroom learning situations, students with appropriate interests can learn about problems related to protecting and fostering a decent environment, reducing pollution, conservation, and so on.

Many of the traditional areas of science education can be approached with the aid of books on the history and application of science, with texts in each particular discipline, and with supplementary reading in scientific journals. Programmed units, audio and video tapes, workbooks and other independent study

materials can be employed to cover a variety of study areas. laboratory experiences can be obtained in several ways: (1) the laboratory procedure developed by Dr. Samuel Postlethwait of Purdue University (where students work independently in the biology laboratory using a variety of audio-visual aids along with workbook materials), can be replicated in many areas of science and in many settings; (2) "plug-in" portable equipment, such as that developed by Southern Illinois University, can be used for undertaking many types of laboratory experiments; (3) research and laboratory assistantships in specialized areas of science, such as those developed by the Associated Colleges of the Midwest at Argonne National Laboratories and by Antioch College in its Undergraduate Science Research Assistantship program, can be developed in many areas of industry, business, health and science occupations; and (4) special arrangements can be made with the science departments of major universities and the cooperating colleges of the University Without Walls Corporation.

XI. GOVERNANCE

An Advisory Board of the presidents of the participating colleges, some faculty members, some students, and other consultants will be appointed to help in the planning of the new program and to oversee its development. Special attention will be given to the inclusion of consultants who hold positions

and have experience outside the particular walled-in contexts of the university bureaucracies, in an effort to tap the accumulated experience residing in many life-styles at many levels of the wider community.

XII. LOCATION

The University Without Walls will have a central headquarters, but most of its programs will be carried on out of the campus of several participating colleges, making use of the resources and facilities of the surrounding regions. Some workshops and seminars, varying in length, will be held on the college campuses, but others will be developed in regions where groupings of students are involved in field, internships and/or independent study experiences.

Each student will be admitted by, advised by, and attached to one of the partcipating colleges. This will be his home base. Some may do all or most of their work in this one center. However, as the program develops, and as effective means for coordination are worked out, it is expected that many students will be able to make use of the programs and resources available through the network of institutions cooperating in the University Without Walls program.

XIII. DOLLARS AND CENTS: SOME IMPLICATIONS FOR COLLEGE FINANCE

Business has long recognized that some administrative services can best be centralized, serving a large number of fairly autonomous units - witness large corporations, cartels, mergers, and the current build-up of conglomerates. Electronic communication and computers make it possible for records kept at some central point to be available almost instantaneously where and as needed. The volume of paperwork done by students, faculty members, secretaries, department offices, deans, etc., is ludicrously disproportionate to the educational returns. While the objectives of education are more complex than monetary profit, colleges can learn many lessons from business and other social institutions. There is,for example, huge and unnecessary duplication among colleges today. Pooling of faculty resources, visual aids, and programmed materials, could bring substantial savings without limiting any student's access to what he needs. One major objective of the University Without Walls Corporation will be to identify ways in which the affiliated colleges can reduce overhead and develop specialized services for students in the University Without Walls.

In addition to the savings that might be achieved through the kind of study and analysis suggested above, estimates of expenditures and income show that units of the UWW

program can become self-supporting. Further, as the UWW program develops, budgetary projections indicate that participating institutions may be able to at least maintain constant tuition charges, and possibly even lower tuition in future years. The savings come about largely because of the new instructional patterns (Seminars-in-the-Field, internships and field experiences, research assistantships and related activities) which UWW employs as a regular and significant part of its curriculum. While this phase of the program (for which grant support is being sought) will be costly to develop, once developed, should be far less costly to operate than current instructional programs. These savings also come about because of the ways in which the teacher's role is reorganized and redefined in the UWW program, allowing him to work with more students and yet provide highly individualized education.

The net result may well be a design which gives more students a better education than is offered at most colleges today; which eventually can cost significantly less than private colleges now must charge; and which can pay its professors at rates competitive with the best institutions in the nation. Illustrative budgets, using a tuition base of $2,650 beginning with the first trial year of operation (1971-1972), but with tuition kept constant over a three-year period, are shown on pages 45-48. While these figures are meant to be illustrative only, and will vary from institution to institution depending on its tuition base and numbers of students admitted into the program in any one year, they offer substantial evidence that units of the UWW program can in relatively short time, become fully supporting through student tuitions alone.*

*While these projections include allocations from UWW tuitions for scholarship aid, it is, of course, expected that institutions would still need to seek outside sources of support for low-income students, as is now the case.

XIV. RESEARCH ON THE PROGRAM

It is unfortunately typical of educational innovators that, in their enthusiasm for a new project, they often neglect to build in careful evaluation. In this proposal, we provide for appraisal in several forms in the early stages of planning and development and through the cycle of a UWW student's experience.

A major contribution to higher education from the University Without Walls will come from action research on a set of unsolved problems of concern to all educators.

In the face of the increasing numbers and variety of students in colleges, there is a concomitant upsurge in dissatisfaction with the traditional undergraduate curriculum. The great range and flexibility of opportunities offered by the University Without Walls, taken together with the close contact with a full-time advisor and encouragement of growing student abilities for self-direction, will lead to greatly needed new information on both the types of subject-matter which are valuable in the education of the new kinds of undergraduates, and on the various methods of learning and instruction that are most successful.

A second area for intensive study stems from dissatisfaction with the customary tests, grades and credits as measures of intellectual growth. College officials admit to the inadequacy of present testing devices, but are at a loss for developing new ways of assessing educational potential and achievement. One task of the UWW will be to develop such alternative measures.

A third area for a program of action research rises from the widespread recognition that many students - probably most undergraduates - are too dependent and docile, and continue to want to be told what authorities expect of them. Since its procedures require a high level of student initiative and self-direction, the University Without Walls will pay much attention to the issue of how an institution moves its members from mere compliance to active, creative, responsible participation in the educational endeavor.

Evaluation will be undertaken by a competent research team, made up of faculty and student members of the UWW institutions and special research staff of the UWW Corporation. It will be directed toward a test of such hypotheses and potential criticisms as are implicit in the following questions:

(1) How do students participating in the University Without Walls program compare with others on measures of intellectual achievement, critical thinking, and capacity for self-directed study? (2) Are there differences in the personality make-up (i.e., open-mindedness, capacity for balanced judgment, disposition toward creative thinking, etc.) between students participating in the UWW program and those of other institutions? (3) Are there differences in the aptitude, achievement, attitude, and personality make-up of UWW students that bear especially on the individual's capacity to succeed in the program? (4) What techniques have been most successful in helping overly dependent students achieve the ability to do good work under self-direction?

(5) To what extent have advisors been successful in getting students to broaden and deepen their educational programs? (6) What are the principal sources of faculty satisfaction and dissatisfaction with a program of this nature? (7) What kind of intellectual skills and personality traits are most important in the selection of faculty for successful work in this program? (8) What have been the strengths and weaknesses of UWW students as appraised by employers and advisors outside the on-campus faculty? (9) What do students themselves see as the advantages and disadvantages of this program? (10) How do we judge what constitutes a "successful" undergraduate education, and what kinds of data and evidences of performance should we try to gather in making this judgment?

These questions are suggestive of the directions the research program will follow. Beginning with the developmental year, the research staff of the University Without Walls will work closely with the participating colleges and with outside consultants in developing a research design.

XV. PUBLICIZING THE NEW PROGRAM

The experience of new enterprises in learning has been that heavy advertising brings big returns. Colleges have ordinarily assumed they could wait passively for applicants. What is more, they have hesitated to make use of any full-scale

advertising campaign, such as full-page ads in the Saturday Review, for fear that such advertisements may seem undignified and convey a wrong image of the institution. A program like that of the University Without Walls, appealing to a broader constituency than high school seniors, and offering a unique type of self-directed education, needs more explanation, and needs to be bold enough (and confident enough of what it is doing) to borrow some "selling" techniques from the business and industrial world. A really large-scale campaign is envisioned to break down the stereotype that "college" is only for those about 20 years of age who can spend full-time attending classes and accumulating credits. The fact that well-known and highly reputable colleges are associated with the experimental program should greatly enhance its appeal.

XVI. TIMETABLE

Several stages are planned for the initial development and evaluation of the University Without Walls program: a Developmental Year; a trial period of experimentation; and a program of research beginning in the Developmental Year and continuing over a five-year period. The Developmental Year would commence in the Fall of 1970; the trial period would begin in the Fall of 1971.

XVII. BUDGETS

A proposed budget for the Developmental Year (each institution) is shown on page 41. These budgets are meant to be representative of categories of expenses anticipated. It is expected that institutions will want to reallocate or reorder expenditures within particular categories (but staying within the $125,000 figure proposed for each institution for development), depending on their particular program planning needs, and the form their UWW unit will take. Pages 40-44 present budget projections for the Central Coordinating Agency over a five year period and for research on the program over the same period. Illustrative budgets, projecting income and expenditures over a three-year period, once the program has become operational, and using a tuition base of $2,650 for each of three successive years, are shown on pages 45-48.

UWW PROPOSED BUDGETS:

Developmental Year, Each Institution, September 1, 1970-August 31,1971	41
Central Office: Administration, coordination with local UWW units, conduct of workshops	42
Research on the Program	44
Total Grant Request	44

UWW: PROPOSED BUDGET

Developmental Year - September 1, 1970 - August 30, 1971

Each Institution

Project Manager (1/2 time)	9,000
Released time of faculty (4 half-time or equivalent; assume yearly rate of $17,000)	34,000
Benefits (15%)	6,300
Consultants	5,000
Student Assistants for Program Development	7,500
Secretarial and Clerical assistance (includes Social Security and related benefits)	10,000
Purchase of learning aids and related materials	7,500
Travel	7,500
Inventory of Learning Resources (printing, off-set)	5,000
Local Publicity	7,500
Telephone, postage, etc.	5,000
Overhead (20%)	20,860
Grant request per institution	$ 125,160

UWW: PROPOSED BUDGET

Central Headquarters

For Central Office administration, coordination with local UWW units, conduct of workshops and research program.

	Developmental Year 9/1/70-8/30/71	Year II 9/1/71-8/30/72	Year III 9/1/72-8/30/73	Year IV 9/1/73-8/30/74	Year V 9/1/74-8/30/75
Program Coordination					
Director	29,000	30,500	32,000	33,500	35,000
Program Associate	10,500	11,500	12,500	13,500	14,500
Program Manager: Faculty Development (for work with UWW units: workshops and faculty training)	22,000	23,000	24,000	25,000	26,000
Program Manager: Evaluation (for work with local UWW units in development of evaluation procedures)	22,000	23,000	24,000	25,000	26,000
Program Manager: Cooperative Planning and Fiscal Management (for work with UWW units on coordination of efforts, studies of cooperative planning possibilities, joint effort to avoid duplication and encourage sharing of resources)	22,000	23,000	24,000	25,000	26,000
Benefits (15%)	15,825	16,650	17,475	18,300	19,125

	Developmental Year	Year II	Year III	Year IV	Year V
Consultants	10,000	7,500	7,500	7,500	7,500
Secretarial and Clerical Assistance (includes Social Security, related benefits)	18,000	19,000	20,000	21,000	22,000
Publicity	75,000	50,000	50,000	35,000	35,000
Travel	20,000	20,000	20,000	20,000	20,000
Conduct of Workshops (UWW faculty and student teams); rental of conference space, per diem expenses, etc.)	25,000	25,000	25,000	25,000	25,000
Inventory of Learning Resources (printing of National Directory)	10,000	10,000	10,000	10,000	10,000
Student Assistants	10,000	10,000	10,000	10,000	10,000
Furnishing of Offices: purchase of equipment and related items (replacement, additional equipment)	9,000	2,500	2,500	2,500	2,500
Telephone, postage and related	7,000	7,000	7,000	7,000	7,000
	305,325	278,650	285,975	278,300	285,625
Overhead - 20%	61,065	55,730	57,195	55,660	57,125
	$366,390	$334,380	$343,170	$333,960	$342,750

UWW: PROPOSED BUDGET

Research Program	Developmental Year	Year II	Year III	Year IV	Year V
Research Director	22,000	23,000	24,000	25,000	26,000
Research Assistants (2 @ $10,000)	20,000	21,000	22,000	23,000	24,000
Benefits (15%)	6,300	6,600	6,900	7,200	7,500
Clerical and Statistical Assistance (includes Social Security and related benefits)	13,500	13,500	13,500	13,500	13,500
Research materials and other research costs	15,000	15,000	15,000	15,000	15,000
Allocation per institution for research costs ($5,000 per institution; cost of testing materials; clerical assistance, scoring and administration, etc.)	80,000	80,000	80,000	80,000	80,000
Telephone, postage, etc.	6,000	6,000	6,000	6,000	6,000
Travel	10,500	10,500	10,500	10,500	10,500
	173,300	175,600	177,900	180,200	182,500
Overhead - 20% Includes space rental	34,660	35,120	35,580	36,040	36,500
	$207,960	$210,720	$213,480	$216,240	$219,000

Total Funds Requested:

Each Institution 16 x $125,160	$2,012,560
Program Coordination	1,720,650
Research Program	1,067,400
Grand Total	$4,800,610

UWW Illustrative Budget Models:

First Trial Year of Operation -
1971 - 1972 46

Second Trial Year of Operation -
1972 - 1973 47

Third Trial Year of Operation -
1973 - 1974 48

Illustrative Budget Model, UWW Unit
First Trial Year of Operation, 1971-1972

Assume 4 faculty; each carry 30 students* and tuition base of $2,650 =
120 students x $2,650 - $318,000 tuition income

Expenses

4 Faculty (teacher-advisors) at $18,000 each (includes one faculty person designated as Project Manager	72,000
Program Associate (Development and Compilation: Directory of Learning Resources, Seminars-in-the-Field Program)	10,000
Benefits (15%)	12,300
Secretarial and Clerical Assistance including benefits (includes costs for record keeping, administrative and registrar's services, etc.)	18,000
Students, Interns and Assistants (work on Directory of Learning Resources; program materials and related)	10,000
Publicity and recruiting (printing, newspaper ads, etc.)	10,000
Directory of Learning Resrouces (printing: offset)	5,000
Purchase of learning aids and related materials	10,000
Travel	7,500
Telephone, Office and related	6,000
Consultants	5,000
Remuneration to Field Faculty (Seminars-in-the-Field Program; supervisors; internships; course instruction, cooperating institutions; etc.)	50,000
Allocation from UWW tuitions for scholarship aid	35,000
Overhead (20%)	50,160
Contingency	17,040
	$ 318,000

* Note: This constitutes full "teaching" load; see pages 17-18 of proposal.

Illustrative Budget Model, UWW Unit,
Second Trial Year of Operation, 1972-1973

Assume 5 faculty; each carry 30 students* and tuition base of $2,650 =
150 students x $2,650 = $397,500 tuition income

Expenses

5 Faculty (teacher-advisors) at $19,000 each (includes one faculty person designated as Project Manager)	95,000
Program Associate (Development and Compilation: Directory of Learning Resources, Seminars-in-the-Field Program)	11,000
Benefits (15%)	15,900
Secretarial and Clerical Assistance including benefits (includes costs for record keeping, administrative and registrars services, etc.)	21,000
Students, Interns and Assistants (work on Directory of Learning Resources; program materials and related)	12,000
Publicity and recruiting (printing, newspaper ads, etc.)	10,000
Directory of Learning Resources (printing: offset)	6,500
Purchase of learning aids and related materials	10,000
Travel	10,000
Telephone, Office and related	7,500
Consultants	5,000
Remuneration to Field Faculty (Seminars-in-the-Field Program; supervisors; internships; course instruction, cooperating institutions; etc.)	60,000
Allocation from UWW tuitions for scholarship aid	45,000
Overhead (20%)	61,780
Contingency	26,820
	$ 397,500

* Note: This constitutes full "teaching" load; see pages 17-18 of proposal.

Illustrative Budget Model, UWW Unit,
Third Trial Year of Operation, 1973-1974

Assume 6 Faculty; each carry 30 students* and tuition base of $2,650 =
180 students x $2,650 = $477,000 tuition income

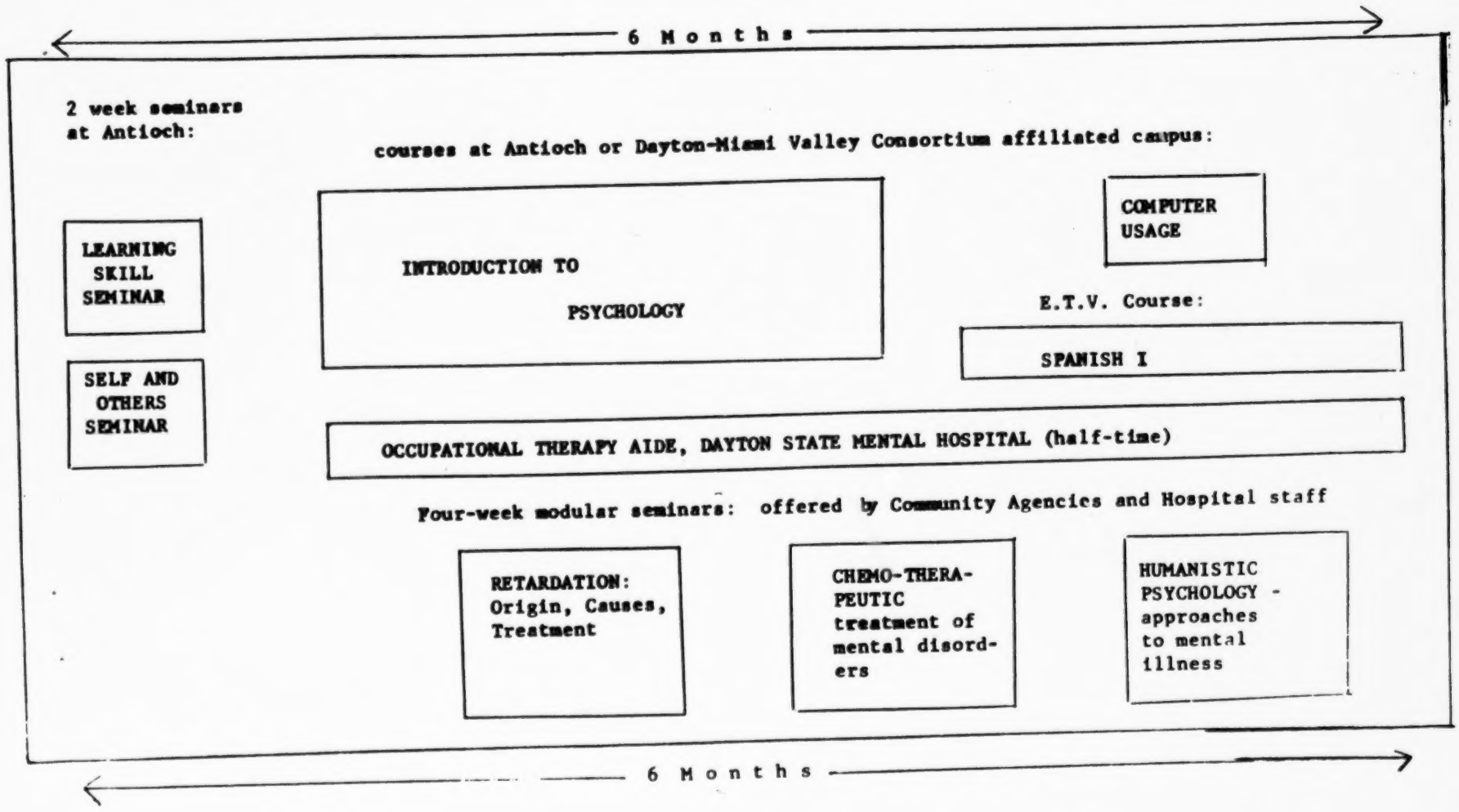
Expenses

6 Faculty (teacher-advisors) at $20,000 each (includes one faculty person designated as Project Manager)	120,000
Program Associate (Development and Compilation: Directory of Learning Resources, Seminars-in-the-Field Program)	12,000
Benefits (15%)	19,800
Secretarial and Clerical Assistance including benefits (includes costs for record keeping, administrative and registrar's services, etc.)	25,000
Students, Interns and Assistants (work on Directory of Learning Resources; program materials and related)	14,000
Publicity and recruiting (printing, newspaper ads, etc.)	10,000
Directory of Learning Resources (printing: offset)	7,500
Purchase of learning aids and related materials	10,000
Travel	12,500
Telephone, Office and related	9,000
Consultants	5,000
Remuneration to Field Faculty (Seminars-in-the-Field Program; supervisors; internships; course instruction, cooperating institutions; etc.)	75,000
Allocation from UWW tuition for scholarship aid	55,000
Overhead (20%)	74,960
Contingency	27,240
	$ 477,000

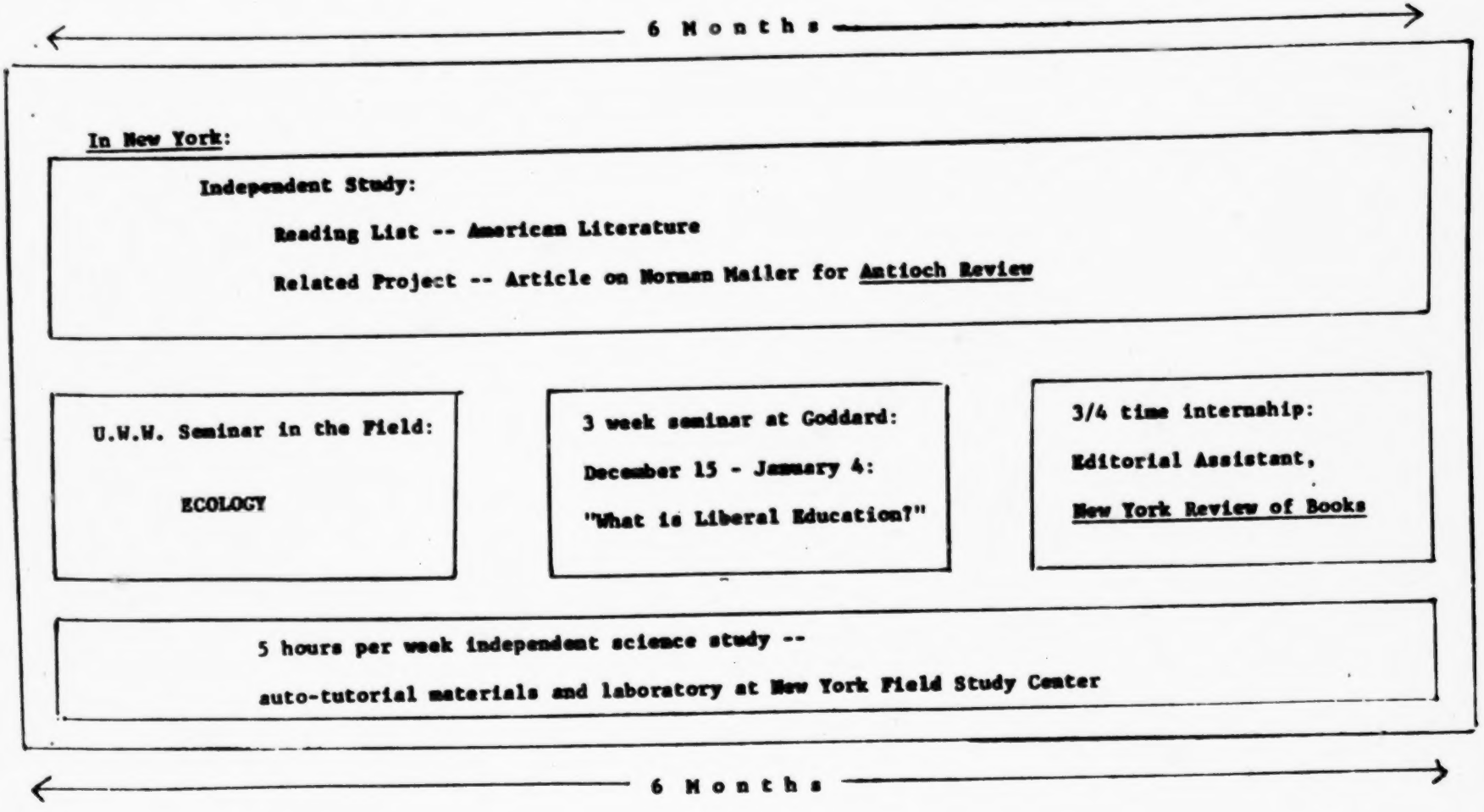
* Note: This constitutes full "teaching" load; see pages 17-18 of proposal.

APPENDIX A: Student Time-Use Model

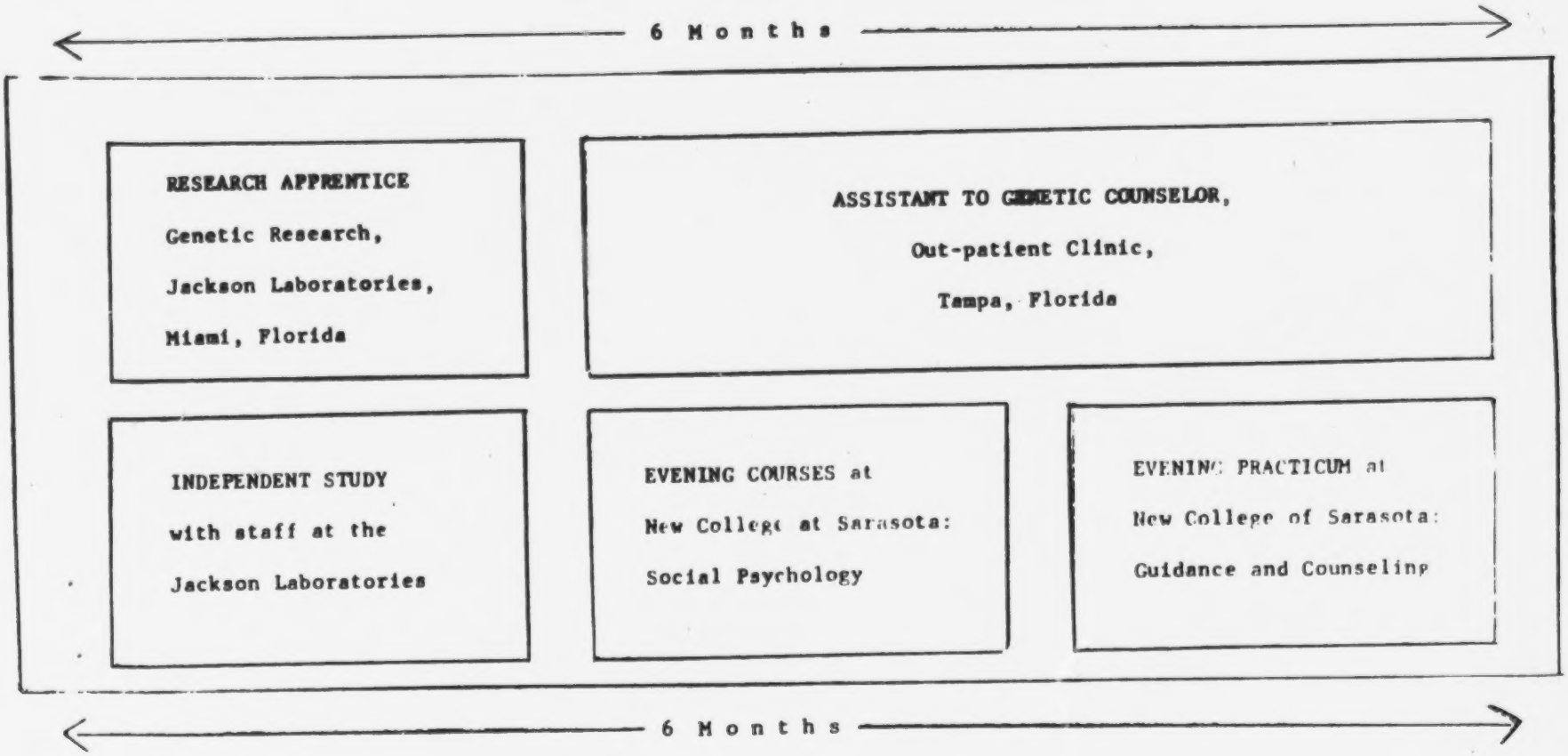
Student X_1: 20 years old; just out of army; no college; interest in psychology; home - Dayton, Ohio


6 Months
2 week seminars at Antioch:
courses at Antioch or Dayton-Miami Valley Consortium affiliated campus:
LEARNING SKILL SEMINAR
SELF AND OTHERS SEMINAR
INTRODUCTION TO PSYCHOLOGY
COMPUTER USAGE
E.T.V. Course:
SPANISH I
OCCUPATIONAL THERAPY AIDE, DAYTON STATE MENTAL HOSPITAL (half-time)
Four-week modular seminars: offered by Community Agencies and Hospital staff
RETARDATION: Origin, Causes, Treatment
CHEMO-THERAPEUTIC treatment of mental disorders
HUMANISTIC PSYCHOLOGY - approaches to mental illness
6 Months

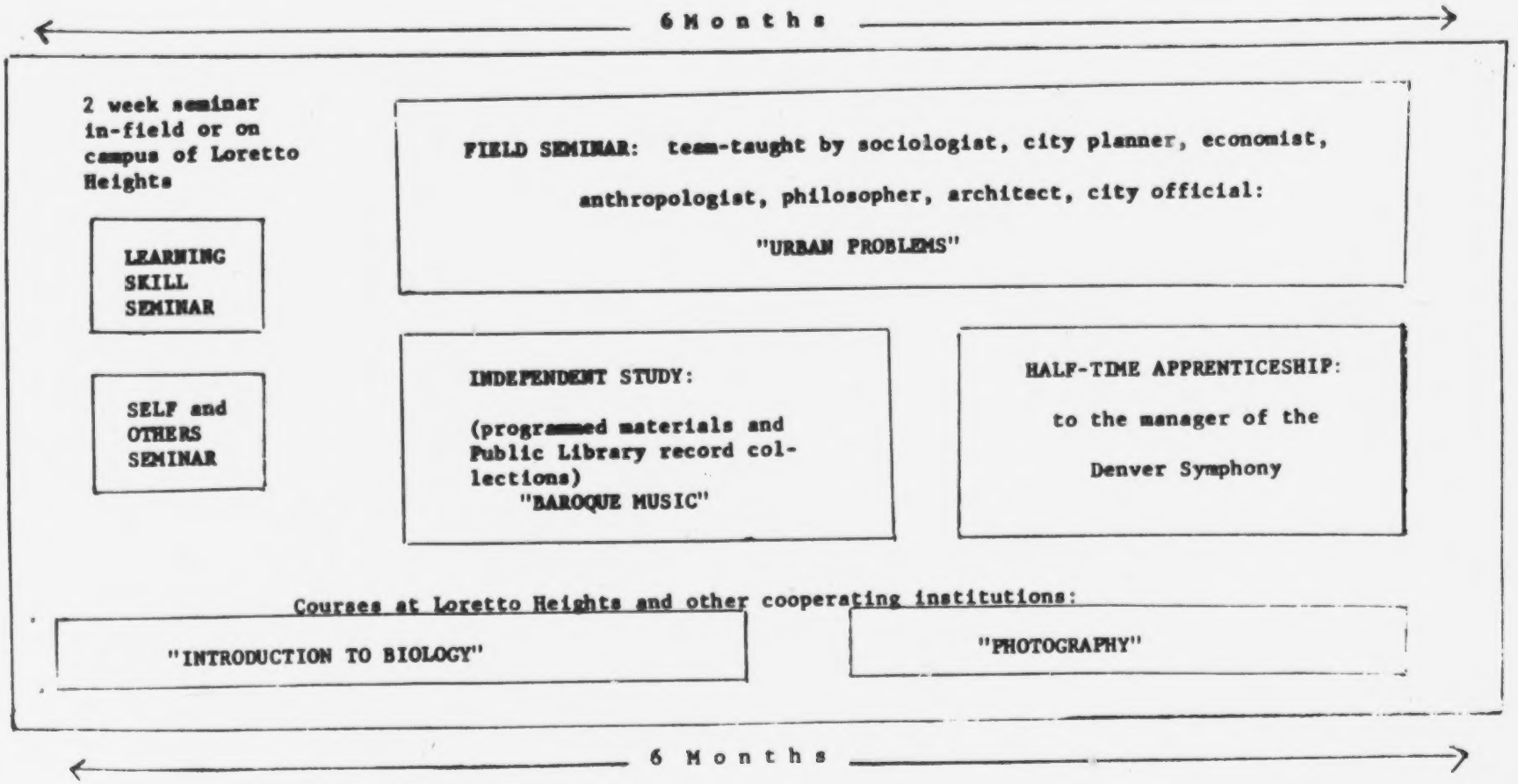
Student X_2: 20 year old female: living in New York City; in third year at N.Y.U.: literature major; desires transfer to U.W.W. program with Goddard as sponsor institution; needs to locate in New York City


6 Months
In New York:
Independent Study:
Reading List -- American Literature
Related Project -- Article on Norman Mailer for Antioch Review
U.W.W. Seminar in the Field:
ECOLOGY
3 week seminar at Goddard:
December 15 - January 4:
"What is Liberal Education?"
3/4 time internship:
Editorial Assistant,
New York Review of Books
5 hours per week independent science study --
auto-tutorial materials and laboratory at New York Field Study Center
6 Months

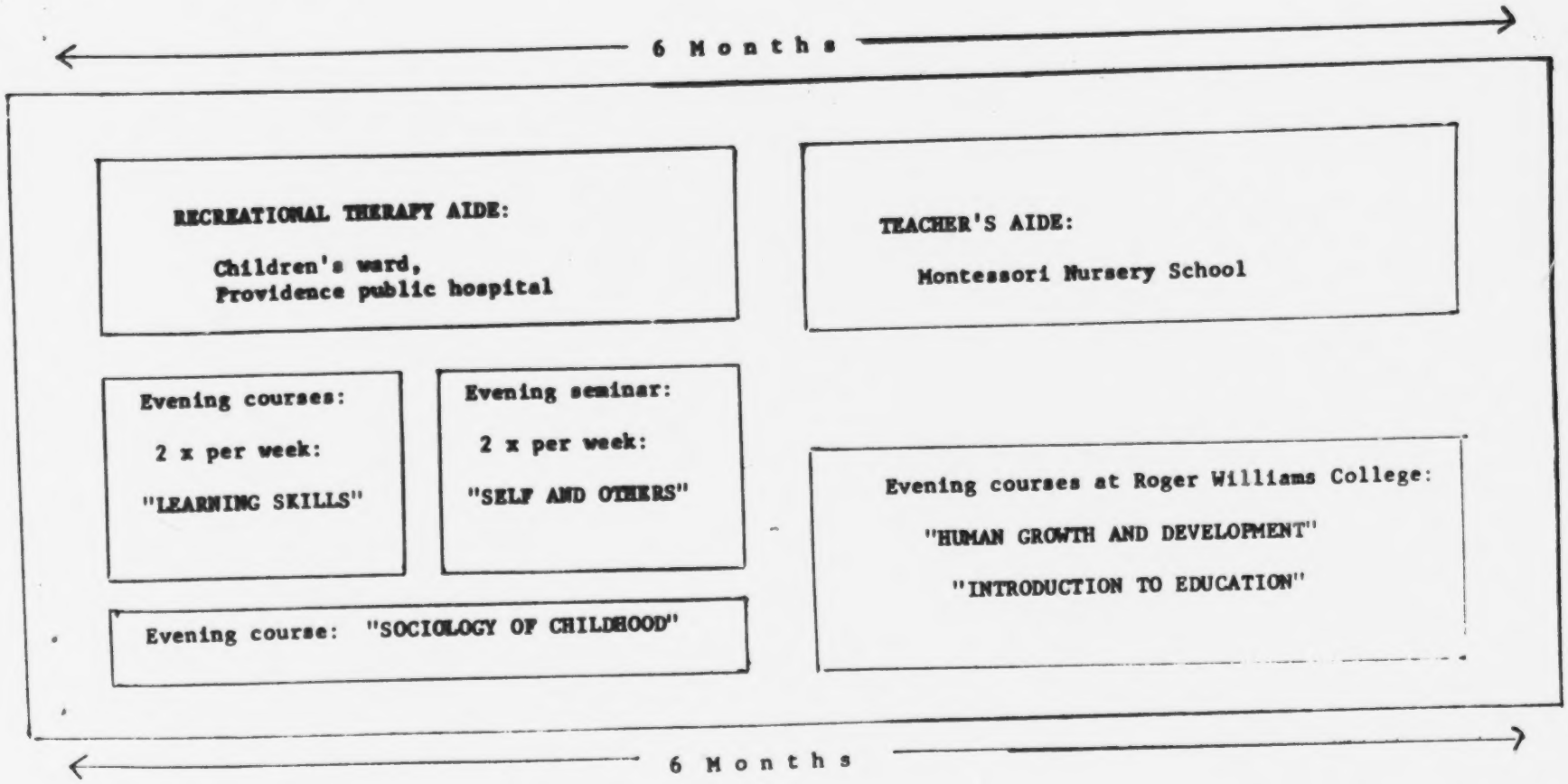
Student X_3: 35 year old medical technician; interested in the field of genetic counseling; 2 years of college; home - Tampa, Florida



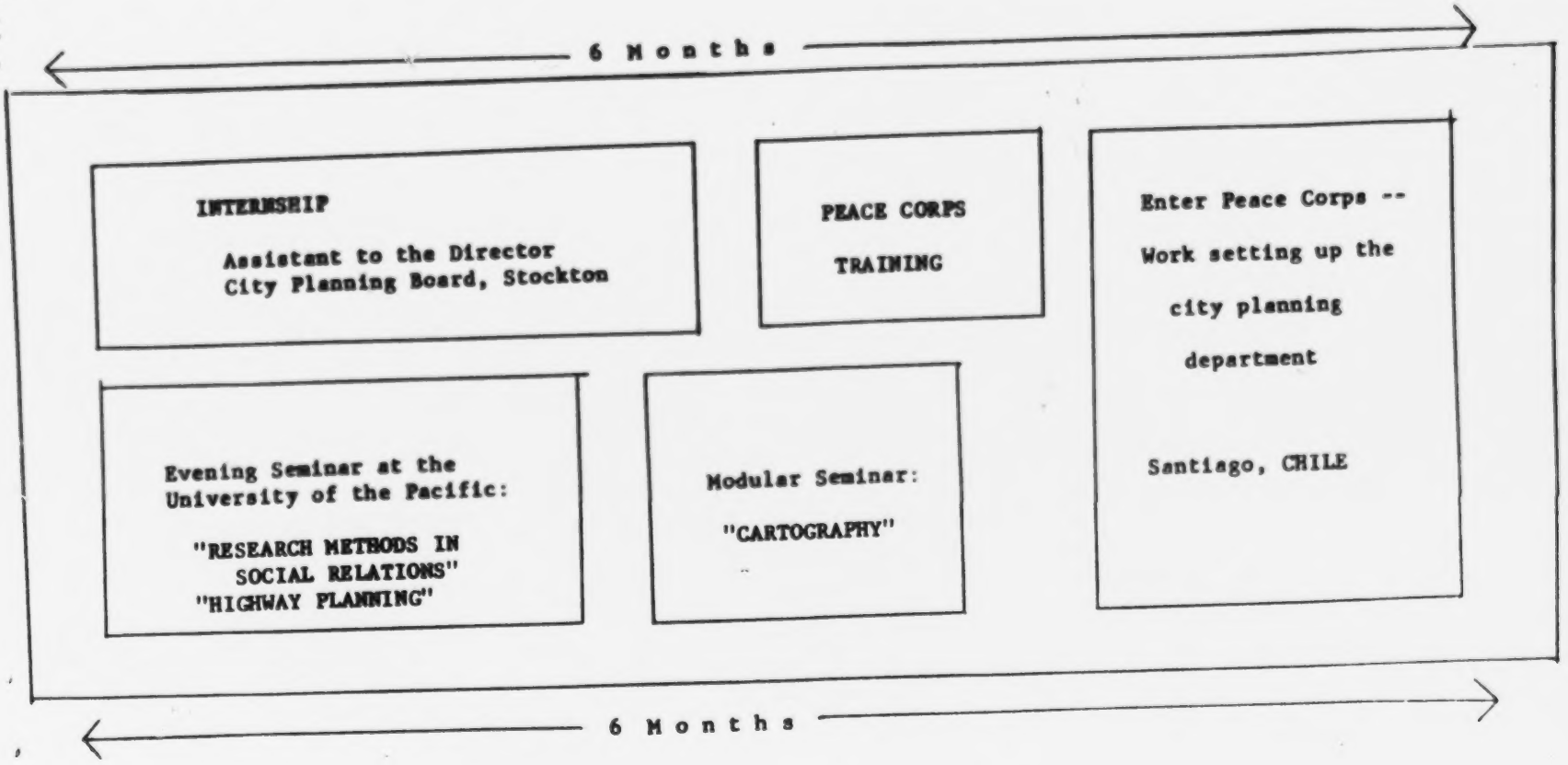
Student X_4: 18 year old woman; no college experience; field undecided, possibly social work, music, film, or elementary education; Home - Denver, Colorado


6 Months
2 week seminar in-field or on campus of Loretto Heights
LEARNING SKILL SEMINAR
SELF and OTHERS SEMINAR
FIELD SEMINAR: team-taught by sociologist, city planner, economist, anthropologist, philosopher, architect, city official:
"URBAN PROBLEMS"
INDEPENDENT STUDY:
(programmed materials and Public Library record collections)
"BAROQUE MUSIC"
HALF-TIME APPRENTICESHIP:
to the manager of the Denver Symphony
Courses at Loretto Heights and other cooperating institutions:
"INTRODUCTION TO BIOLOGY"
"PHOTOGRAPHY"
6 Months

Student X_5: 35 year old housewife; 2 years college (literature major); interest in elementary education; home - Providence, Rhode Island



Student X_6: 45 year old head teller in bank; 1 year college (University Without Walls); interest in urban development; home - San Francisco, California



APPENDIX B: Faculty Time-Use Model

FACULTY TIME-USE MODEL

September ⟵ ⟶ February

Conferences with students (individually and in groups), to work on planning and design of learning activities; 30 students per faculty member, or 2 - 3 individual sessions per day; conduct group sessions and seminars in preparation for independent work; formation of interest and task groups; feedback and general planning	Visitation and individual and group conferences with student advisees; on and off campus; visits and consultation at Field Centers, internship settings and other; participation in Seminar-in-the-Field Program, modular seminars as appropriate and desirable; correspondence, teleconferences, conference calls, other, with advisees as useful; evaluate and respond to student papers, reports, exams, requests for information and aid, etc.; planning and evaluation of learning experiences	Summary and evaluation of advisees' current learning experiences; plan next steps in student learning activities; conduct discussion groups and seminars as desirable

⟵ 6 Months ⟶